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ABSTRACT

Educational objectives and brief course descriptions are provided for dance, drama/theatre, and interrelated ARTS (Arts Resource Teams in Schools), Montgomery County Public School System, Rockville, Maryland. In grades K-12 dance and movement are part of the physical education department. Instruction emphasizes the potential of body movement for expressing ideas and feelings. In addition, a summer program for the gifted is provided. Drama in grades K-8 is taught by trained classroom teachers. In the early grades a child develops awareness of drama as an art form and in the upper elementary grades the student uses dramatic elements in a more controlled way. In grades 6-8 drama education emphasizes development of mimetic and vocal expression skills. Courses in grades 9-12 include introductory dramatics, theatre, advanced acting, stage design, play direction, and dramatic form. The goal of interrelated ARTS is to provide K-8 teachers with training and support in the arts. Staff members conduct inservice courses, provide demonstration lessons and workshops, work with teachers on special projects, and operate a county-wide arts resource center. (KC)

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PROGRAM OF STUDIES

Aesthetic Education

DANCE

DRAMA/THEATRE

INTERRELATED ARTS

SP 012 904

Department of Instructional Planning and Development
Montgomery County Public Schools
Rockville, Maryland

Spring 1979

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Rockville, Maryland

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FOREWORD

CURRICULUM AND INSTRUCTION

Curriculum may be defined as the general prescription for what teachers should teach and students should learn. In the Montgomery County Public Schools, the *Program of Studies* embodies this prescription. The *Program of Studies* includes the prescribed elements of programs and courses, including course titles, codes, instructional objectives, content descriptions, prerequisites, time allotments, credit values, and a point of view for instruction in each subject area. Based on the MCPS Goals of Education* these prescribed elements constitute the countywide framework within which schools develop and carry out instructional programs tailored to local needs. The relationship of curriculum to instruction in the MCPS, therefore, is that of the more general to the more specific. The *Program of Studies* provides specifications, sets limits, and indicates directions. It has direct and indirect implications for the selection and organization of content, patterns of learning and teaching, and evaluation of outcomes. However, the fulfillment of these specifications and implications is determined at the individual school level. The MCPS instructional program is, therefore, the interaction of the *Program of Studies* framework with the efforts of the individual schools. An appreciation of this interaction is necessary for an understanding of the place of the *Program of Studies* in the work of the schools.

The framework represented by the *Program of Studies* makes possible a unified countywide instructional system which at the same time permits the flexibility of programming required in a large and diverse county. At poin s, the *Program of Studies* may prescribe instruction very specifically. This may happen with regard to a socially sensitive topic such as sex education, or it may result from the rigorous requirements of establishing an instructional system in mathematics. But this degree of specification is unusual in the *Program of Studies* inasmuch as its level of prescription is generally represented by the instructional objectives it contains for all programs and courses. Instructional objectives are general statements of what the student should attain and are thus appropriate for all students taking a given program or course. Performance objectives are more specific statements of what the student should attain. Formulated or adopted by teachers in relation to the instructional objectives, performance objectives are used in planning classroom instruction. They are thus specific enough to form the basis of day-to-day work and of evaluation of the student's progress. In this movement from instructional to performance objectives, the teacher finds the guidance and the leeway to plan for students of a wide variety of needs and abilities. An examination of the illustrative performance objectives found in instructional guides and in teachers' lesson plans makes clear how great this range is.

An additional means of differentiating instruction which becomes increasingly important at the upper grade levels is provided by elective courses. The use of electives to provide for students of varying abilities and interests differs considerably from subject to subject. Almost all subjects have courses or course sequences which provide for enriched content and advanced or specialized work. Some provide for accelerated movement; some offer additional courses for advanced or specialized work; and some have differentiated paths among required and/or elective courses. The structure of each subject area and the ways by which it employs electives to provide for diverse student needs is indicated in the Grades 9-12 portion of the program description for each subject.

Information regarding each subject area appearing in the *Program of Studies* is presented, when appropriate, as two sections — one for Grades K-8 and one for Grades 9-12. For those subject areas spanning Grades K-12, both sections must be consulted for a full description of the program.

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*Adopted February 12, 1973 by the Board of Education of Montgomery County, Maryland

Each subject area section, whether K-8 or 9-12, has the following subsections: Point of View, General Information, Description of Program, and Instructional Guides.

The Point of View subsection includes reasons for studying the subject, general outcomes sought, ways in which the area of study is pursued in MCPS, and relationships to other subject areas. It also explains how students of varying abilities and interests in the subject are provided with differentiated performance objectives. An explanation of how study of the subject fulfills one or more of the MCPS Goals of Education* is included either in the Point of View subsection or as General Information. For those subject areas spanning Grades K-12, the Point of View is identical in both the K-8 and 9-12 sections.

The General Information subsection includes an explanation of how study of the subject fulfills the MCPS Goals of Education (unless this explanation has appeared in the Point of View) and how it is organized for instruction. Information is given about subject area tests required by the county or state and about federal and state involvement when it is important or distinctive for the subject area. Information about the fulfillment of graduation requirements, Grades 9-12, is also given in some detail for those subjects in which specific requirements exist. Other information specific to the subject also appears.

The largest portion of each subject area section is the Description of Program. It describes the program and supporting courses, identifies the instructional objectives for each, and includes any other prescribed or pertinent elements. For Grades 9-12, this subsection is divided into a List of Courses and a Description of Courses. The List of Courses gives a brief view of subject offerings at this level and serves as a table of contents to the subsection. The course descriptions, along with the narrative material and instructional objectives for each course, give course title, level, length, code, credit value, and prerequisites (if any).

At the end of each subject area section, there appears a list of pertinent MCPS instructional guides. This subsection is amplified to include existing annotated bibliographies, scope and sequence charts, or other such instructional materials in the subject which may have been prepared by MCPS staff.

USE OF THE PROGRAM OF STUDIES

The *Program of Studies*, as the curricular framework for the MCPS, promotes learning through a convergence of educational efforts. Students, teachers, administrators, parents/guardians, and other members of the community use the *Program of Studies* in a variety of ways to achieve the common goal of effective education.

A curriculum stated in terms of general (instructional) objectives informs the *student* of what the school intends him/her to learn and makes it easier to participate in setting specific performance objectives with teachers. Increase in learning efficiency is more apt to take place when a student knows the goal of learning. The student is also more apt to make a commitment to successful learning when at appropriate times he/she is able to select instructional methods and materials. Finally, the student's sense of achievement is reinforced when progress can be noted in the gaining of objectives.

The *teacher* who is familiar with the *Program of Studies* can be more effective in conferring with parents/guardians as well as being in a stronger position to establish specific teaching objectives, plan lessons, select instructional materials, and assess learning progress and teaching functions.

The *school principal* uses the *Program of Studies* as an administrative guide in its listing of approved courses, titles, and codes. The administrator can also deepen staff and community understanding for the

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total educational program as the *Program of Studies* is employed in teacher conferences, faculty and department meetings, and parent/guardian meetings. School effectiveness can be enhanced as the principal organizes people and resources to help learners gain the stated ends of instruction.

Learning outcomes and other information included in the *Program of Studies* give *parents/guardians and other members of the community* information useful to them. They can better understand the instructional program for their elementary school children and advise secondary school youth in course selections. Knowledge of the *Program of Studies* also enables families and other community members to communicate more effectively with their children, teachers, and school administrators.

CURRICULUM CHANGE AND MODIFICATION OF THE PROGRAM OF STUDIES

The curriculum of any public school system must reflect the continual change of the society of which it is a part. As the MCPS curriculum changes, the *Program of Studies,* which establishes the MCPS curriculum in printed form, must be modified accordingly.

In MCPS, a proposal for a new or revised program or course can originate with any individual or group in the community or school system. The staff of the Department of Instructional Planning and Development encourages, coordinates, and assists the development of such proposals. In general, the staff has responsibility for modification of curriculum as required by state and local law and policy, and for continual assessment of the need for curriculum change. Procedures for effecting changes in curriculum and the *Program of Studies* are specified in MCPS Regulation 345-1, "Development and Approval of Curriculum and Supporting Materials." These procedures first state the involvement of community and school personnel in the initiation, development, review, and tryout of proposed curriculum changes; describe the role of the Council on Instruction as a reviewing and recommending body for the superintendent; and identify the final steps of approval by the superintendent and the Board of Education. The regulation also cites relevant portions of these Board of Education policies and Maryland public school laws upon which its procedures rest.

STATE AND FEDERAL GOVERNMENT IN RELATION TO THE CURRICULUM

The major influence of the Maryland State Department of Education upon local curriculum has traditionally been through the MSDE's specification of the requirements for graduation from high school. (These graduation requirements and other provisions for earning credit are summarized on page vii.) Two newer and equally important MSDE influences stem from a state educational accountability law* and the currently evolving Project Basic.**

The Maryland Educational Accountability Act imposes several requirements in its implementation of statewide accountability. These include the establishment of goals and objectives in, but not limited to, reading, writing, and mathematics at three levels — state, school system, and individual school. The goals and objectives at the system level must conform with those established at the state level, and those established by individual schools must conform with those of the local system and the state.

Also required by the Act is a school-by-school survey of the current status of student achievement in relation to established objectives, the development of programs by each school for meeting its own needs, and the establishment of evaluation procedures for determining the effectiveness of these programs. Regular reevaluation of programs, goals, and objectives is also a stipulation of the Act.

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*Article 77, Section 28a, of the *Annotated Code of the Laws of Maryland* was passed during the 1972 session of the Maryland General Assembly. The law has come to be called the "Educational Accountability Act."

**See "The Comprehensive Plan Maryland Competency-Based Prerequisites for Graduation," a publication of the Project Basic Office of the Maryland State Department of Education, 1978.

The state plan for implementation of the Accountability Act* specified that, effective the spring of 1974, the Iowa Test of Basic Skills and the Cognitive Abilities Test would be given to all pupils in Grades 3, 5, and 7. Use of these tests has given rise to concerns about the limitations of nationally norm-referenced tests and the small part of the MCPS curriculum that is measured by the ITBS. As a result, the Maryland State Board of Education has adopted a new schedule of assessment which includes the use of the Maryland Functional Reading Test and the Maryland Functional Mathematics Test in the secondary grades. These two tests, developed at the state level, are criterion-referenced tests. This means that they test specific skills or information without regard to how well similar student populations do on a given test item. Students who pass these tests in the ninth grade will not be tested again in connection with this program. Those who fail either test will receive appropriate instruction and retesting.

Through its Project Basic, the Maryland State Board of Education is reaffirming its responsibility for establishing statewide educational standards and stating its commitment to the development of behaviors basic to effective adulthood.** The state board specified five areas of human activity in which students should develop skills and attitudes for life-functioning. The five areas and their definitions as stated in the paper are:

A. Basic Skills — All people must be able to read, write, and calculate.

B. Survival Skills — Schooling should equip all public school youth with these kinds of fundamental skills: consumer, parenting, interpersonal relations, mechanical, and personal finance.

C. World of Work — Schooling should lead to securing employment upon graduation or post-secondary education. All public school youth should be made aware of the options and opportunities of the world of work without racial or sexual bias.

D. World of Leisure — Schooling should help the student become involved in creative and healthful lifetime activities.

E. Citizenship — Citizenship should include becoming involved in the electoral process, participating in local civic affairs, and understanding the system of justice.

To implement this action of the Maryland State Board of Education, State Superintendent of Schools David Hornbeck established the Project Basic Office. Its staff is currently involved in identifying the basic competencies in the five areas. It is also to design and develop instructional activities for the five areas of human activity, develop assessment measures to certify student acquisition of the specified competencies, and coordinate the statewide implementation of minimal competencies as a prerequisite to graduation. The project is to be fully implemented by 1982.

The impact upon the MCPS curriculum of the educational accountability and the competencies programs is as yet difficult to calculate. In one sense, the impact may not be great because the objectives of the accountability program (and, it is anticipated, the competencies of Project Basic) are to a large extent already included in the MCPS curriculum. References to the impact of the educational accountability law on specific portions of curriculum are included in the *Program of Studies* within the Information sections of the descriptions for Reading, English Language Arts, and Mathematics. On the other hand, these two state programs may have a significant impact on curriculum emphasis and

*See the "Maryland Handbook on the Accountability Assessment Program, Maryland State Department of Education, Adapted to MCPS Test Administration Procedures," issued by the MCPS Department of Pupil and Program Appraisal, February 1, 1974.

**See *The Mission of Schooling*, Maryland State Board of Education, January 1977.

balance. They could affect time allotments within and among subjects and courses and thus affect even the definition of the subjects and courses themselves. How these statewide programs are developed and how MCPS students perform on the required evaluations will determine the impact of these programs upon curriculum. They are certain to have impact upon instruction and probably even more impact on evaluation procedures.

Federal and other state involvement in curriculum is mentioned in the descriptions of those subject areas where it is found, e.g., health education and some of the vocational education subjects.

TIME ALLOCATIONS AND GRADUATION REQUIREMENTS

In the following chart, time allocations are shown for subjects Kindergarten through Grade 8. The allocations are given in minutes per week, and school administrators are expected to use them in establishing program balance.

Subject	K	Grades 1-2	Grades 3-6	Grades 7-8
English Language Arts/Reading	200	700	475	225
Mathematics	75	200	225	225
Music	100	100	100	75
Physical Education	125	150	150	225
Science	75	125	225	225
Social Studies	75	125	225	225
Home Economics and Industrial Education	—	—	—	75
Electives				225
Total	750	1500	1500	1575

The MCPS Policy on the Middle School directs the school system to provide "a curriculum based on the developmental needs of pre- and early adolescents which places primary emphasis on acquisition of basic skills but also provides a wide range of exploratory and enrichment experiences."* Middle schools are organized into interdisciplinary teaching teams which provide opportunities for flexible student grouping and scheduling. Therefore, daily, weekly, and master schedules in middle schools will not be characterized by fixed time intervals for each subject area.

New standards for high school graduation were enacted by the Maryland State Board of Education on November 27, 1974, and became effective for students entering ninth grade in the fall of 1975. These standards thus become effective for all students in Grades 9-12 in the school year 1978-79. The standards define a unit of credit; specify credit requirements for graduation; and list several provisions for earning credit and several alternatives to four-year enrollment. MCPS Regulation 310-3, "High School Graduation Requirements," includes these state graduation requirements, the policy of the Montgomery County Board of Education with regard to them, and guidelines for their implementation.

*The MCPS Policy on the Middle School, adopted December 13, 1977

With exceptions specified under "Alternatives to Four-Year Enrollment," the MCPS student must, beyond the eighth grade, complete four years of approved study and earn a minimum of 20 credits. Twelve and one-half of these credits must be in the areas specified below. The additional seven and one-half elective minimum units may be chosen from offerings in any curricular area.

English Language Arts	4 credits
Social Studies	3 credits (One must be United States History; and one must deal with contemporary issues including local, state, and national governments.)
Science	2 credits
Mathematics	2 credits
Physical Education	One-half credit, required in Grade 9, and one-half credit sometime during Grades 10-12
Physical Activity*	Two semesters of physical activity sometime during Grades 10-12 (One-half credit of elective physical education fulfills the requirement of two semesters of physical activity.)
Health Education	One-half credit, required in Grade 9

The several provisions listed by the state for earning credit in addition to regular school day and school year programs are summer school, evening school, correspondence courses, tutoring, examination, and work study programs or experience outside the school. On pages 10 and 11 of MCPS Regulation 310-3, the Montgomery County Board of Education guidelines for each of these provisions are shown. The provision on credit by examination is being implemented as examinations appropriate to MCPS courses can be developed. During the 1977-78 school year, such examinations were given for Algebra 2; Trigonometry; and English, Grade 12.

The alternatives to four-year enrollment are an accelerated twenty-credit program; an early college admission program; early admission to approved vocational, technical, or other post-secondary school; and a job entry training program. To receive a high school diploma through any one of these alternatives, the MCPS student must receive approval for waiver of the four-year enrollment requirement. MCPS Regulation 310-3 includes the steps for requesting and receiving approval of the waiver. In addition to reading the regulation, which is available in all school offices and in school instructional materials centers, students and parents/guardians should consult local school counselors with regard to any of these provisions or those concerning earning credit outside the regular school day and year.

INTERAGENCY PROGRAMS

As has been stated, the *Program of Studies* prescribes the curriculum for all MCPS students by allowing for much differentiation of instruction. Instructional alternatives are created by varying content, assessment criteria, pace, and the pattern of courses the student takes. Beyond this differentiation, special instruction and other services are provided for handicapped students. In order to provide programs for all handicapped students, MCPS coordinates services with local and state agencies and other resources.

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*See pages 3-4 of the Physical Education Grades 9-12 section of the *Program of Studies*.

For those students who are most severely handicapped, including those who are placed outside of MCPS schools, the MCPS curriculum is adapted as required to meet the limitations of the students. Information about programs for these students is available from the Placement Unit of the Department of Interagency Programs, MCPS Office of Continuum Education.

AVAILABILITY OF INSTRUCTIONAL MATERIALS

The instructional guides listed at the end of each subject area section of the *Program of Studies* are on file in school Instructional Media Centers and in the Professional Library (formerly the Educational Materials Laboratory) at the Educational Services Center. They may be ordered from the Division of Supply Management, Department of School Services, MCPS Office of Supportive Services, which maintains a list of the guides stocked in its warehouse.

Occasionally, there will be a need in a subject area for publication of some supplemental instructional material such as a scope and sequence chart or a bibliography. If such exist, they are also listed at the end of the subject area section.

The Department of Instructional Resources, MCPS Office of Program Development, maintains files of approved textbooks and text materials and of approved films. A list of approved textbooks and text materials is published annually. Questions regarding this list should be addressed to the Division of Instructional Materials, Evaluation and Selection. A list of approved films is published periodically, and questions regarding it should be addressed to the Film Library of the Division of Instructional Materials, MCPS Department of Instructional Resources.

The Goals of Education

Adopted by the Board of Education — February 12, 1973

The goals of education for the Montgomery County Public Schools are set forth in this statement of public policy to guide the school system in developing, implementing, and improving educational programs for its students. This statement outlines those goals considered by the citizens of the county as most important for the education of their children in public schools and for which the citizens will hold the school system responsible and accountable.

The school system has the primary responsibility for some of these goals. For others, it shares that responsibility with the home and other community institutions.

The extent to which these goals can be realized will depend upon the endorsement by and continuing commitment of the school system staff, students, parents, and the community. With broad endorsement and wide support, the Montgomery County Public Schools will continue its development to serve its students and community in the most effective way possible.

Education is a process that encompasses the total experiences of each individual throughout a lifetime of formal and informal learning. The school program, as a keystone in this process, should provide opportunities and encouragement for students to acquire knowledge, to explore ideas, to ask questions, and to seek answers that will lead to sound and useful conclusions.

The probability of success motivates students to learn. Each school must create a program and maintain a climate in which every student has opportunities for success. Each individual is unique, and the school shall encourage that uniqueness. The school should help the student understand his [/her] values and the values of others.

The school program, while developing the skills of learning, should be based on the study of broad human concerns, flexible enough to deal with changing concerns and at the same time related to the needs, interests, and concerns of each student. The program should offer opportunities for decision-making. It should help the student develop the capacity to learn throughout his [/her] lifetime, to respond to and understand other human beings, and to accept full responsibility for the results of his [/her] actions.

Therefore, the Montgomery County Public Schools dedicates itself to provide the opportunity, encouragement, and guidance to make it possible for every child to attain the following goals of education:

ACADEMIC SKILLS

The fundamental responsibility of the school is to develop programs that enable each child to acquire those skills basic to all learning. The achievement of all other goals depends upon the success of the school in ensuring that each student, according to his [/her] own abilities, attain the following basic skills:

- **Reading:** The ability to read and comprehend written material and relate it to other knowledge
- **Composition:** The ability to write with precision, clarity, and acceptable usage, whether to inform, inspire, or persuade
- **Listening and Speaking:** The ability to listen attentively and with understanding and to speak with confidence and effectiveness, whether from written material or extemporaneously
- **Mathematics:** The ability to perform computations, to solve common problems of mathematics and logic, and to understand the structure of mathematics so it can be a useful tool in daily living
- **Study:** The development of basic study skills so that he [/she] may acquire knowledge efficiently
- **The Arts:** The development of some of the basic disciplines and skills in the performing and creative arts to be used throughout his [/her] life for communication, expression, and enjoyment
- **Observation:** The ability to identify and differentiate elements of the world around him [/her] as they are useful in personal, academic, and artistic pursuits

PHYSICAL DEVELOPMENT

Each person matures physically at a different rate and possesses differing capabilities. The school has the obligation to help each student:

- understand the biological functioning of his [/her] body
- make the best both of physical talents and limitations
- develop good health habits, skills, and interests to maintain his [/her] body in optimum condition throughout his [/her] lifetime

INTELLECTUAL DEVELOPMENT

In addition to acquiring academic skills, each individual should develop his [/her] intellectual capabilities to the fullest extent possible. Therefore, the school will encourage each pupil:

- to think creatively
- to reason logically
- to apply knowledge usefully
- to deal with abstract concepts
- to solve problems

THE INDIVIDUAL AND SOCIETY

Every person must learn to live in a society. The school must help each student develop an understanding of [people] and of how the individual depends upon others and they on him [/her]. This requires that each student gain:

- knowledge of himself [/herself] and the characteristics, needs, and desires he [/she] shares with others
- sensitivity to others and their ideas, and the ability to act responsibly in various situations
- the ability to function productively as a member of a group
- familiarity with the legal, moral, ethical, and cultural heritages of his [/her] and other societies
- knowledge of the various political systems and philosophies of the world

SCIENTIFIC UNDERSTANDING

[We] must exist in the natural world. The school must help each student understand nature's impact on [us] and [our] impact on nature. This requires that each student gain:

- knowledge of natural phenomena and their effect on [people]
- understanding of scientific advances and their part in modern technology
- understanding of the scientific method
- appreciation of the ways in which the application of scientific principles can improve the quality of life while preserving the natural order

AESTHETIC EXPRESSION

[We], to realize [our] full potential, must be able to sense and appreciate beauty in the world around [us], whether created by nature or by [people]. The school must help each student gain:

- knowledge of the nature of the creative performing arts
- experience with a wide variety of art forms
- a perspective for developing his [/her] own aesthetic criteria and tastes
- understanding of the contribution of the arts to human communication

CAREER DEVELOPMENT

Productive and satisfying work enriches [our lives]; and with increasing leisure time, many people will use various occupational skills for avocational purposes as well. The school must help each student gain:

- knowledge and appreciation of the wide variety and interrelationships of occupations in modern society
- opportunities to explore potential occupations in relation to personal aptitudes and interests, unrestricted by stereotypes of sex, race, or socio-economic level
- the knowledge, skills, and abilities that enable him [/her] to secure satisfying employment, embark upon further training and education in a chosen career field, and adapt occupational talents to changing job demands and opportunities

COMMITMENTS

The Board of Education and the staff of the Montgomery County Public Schools must create and maintain an educational environment that promotes the attainment of these goals by all students. Toward this end, therefore, the public schools make the following commitments to the citizens of Montgomery County:

- *To attract and retain the most qualified and best trained staff possible through dynamic programs of recruitment, supervision, and continuing in-service training and staff development opportunities*
- *To develop and implement a comprehensive and flexible instructional program to achieve the aforementioned goals and to provide the facilities, materials, and equipment needed to enhance the effectiveness of the program*
- *To evaluate the effectiveness of the instructional program continuously, and regularly report the findings to students, parents, staff, and the community*
- *To adopt new and different approaches when it is determined that they will contribute more effectively to the fulfillment of the goals*
- *To encourage a continuing dialogue with the entire community, making every effort to communicate needs and achievements, and to be responsive to the needs and aspirations of the school community*
- *To utilize facilities and staff, in cooperation with other agencies, in the development of preschool, community school, and adult education programs that will meet the continuing educational needs of all citizens*
- *To provide an accountability procedure for informing county citizens of the objectives and costs of their school system and of reporting periodically on the educational investments made with their tax dollars*

AESTHETIC EDUCATION

INTRODUCTION

The arts have been present throughout human history. No society or culture has existed without the arts because they present unique opportunities for people to express emotion, communicate ideas, portray images, and explore their humanness in creative ways. The MCPS program of aesthetic education is based on the belief that children, in order to more fully understand themselves, their environment, and their experiences, need to develop that mode of knowing which is primarily artistic, intuitive, and imaginative.

This kind of understanding needs to be purposely and continuously developed if it is to have its full breadth and depth of application. As much as reading and writing, aesthetic understanding and appreciation are called for in every aspect of living. Aesthetic or artistic decisions are made every day by all of us; our preferences are evident when we choose what to purchase, what art or entertainment event to attend, what television program to watch, or what elements of our environment to protect and preserve. Citizens must be able to discern the differences between the ugly and the beautiful, the violent and the moderate, the obvious and the subtle, and the stereotypic and the imaginative. Just as students need to develop basic reading and computational skills, they need to develop skills of aesthetic literacy to function fully in daily life.

The program of aesthetic education is a systematic process in which children are involved in three interrelated areas of learning: the perceptual (development of basic awareness skills); the experiential; and the presentational, for those that elect the option.

The *perceptual* activities are designed to develop skills of looking, listening, discerning, and criticizing in the various art forms. The *experiential* activities are designed to encourage children to explore the artistic possibilities of the various art media by experimenting with and manipulating paint, sounds, gestures and movements, words, clay, etc. This is an active, participatory "hands-on" mode of aesthetic education in which students encounter the materials of the various art forms and refine their skills in aesthetic expression. Students who acquire these skills of perceiving and creating will have achieved aesthetic literacy appropriate to their level of development. *Presentational* activities are designed to provide opportunities for students to share their arts experiences with others and to develop further the talents and abilities in the various art forms. Students who elect the option are provided with opportunities to perform in public.

In our schools, it is vital to offer our students the kind of arts education program which allows each student to explore his/her creative potential, develop the basic skills of perceptual awareness, and develop artistic talent to the highest possible level. In addition to teaching arts content, the aesthetic education program gives students an additional route to success or excellence in school, an opportunity which every student deserves. While we recognize the aesthetic dimension to the other school content areas, e.g., science, mathematics, social studies and language arts, we believe that aesthetic education provides *balance* in the curriculum by recognizing that there are more ways to understand the world and ourselves than through the literal or the verbal. There are the imaginative, visual, musical, and dramatic ways of understanding and communicating which are older and more pervasive in human history. We believe that to cultivate these very special human capacities is to offer our students the opportunity for a complete comprehensive education in *all* the domains of knowledge, an education that we believe is the right of every child.

AESTHETIC EDUCATION GOALS

I. To develop an aesthetic awareness of the surrounding world

- Develop the senses and intellect as means for recognizing and reacting to the aesthetic qualities of the environment.
- Identify and respond to the affective and cognitive meanings of individual art forms.

II. To develop skills in making independent aesthetic judgments

- Identify those elements of the environment possessing aesthetic properties.
- Develop individual criteria for making informed, aesthetic judgments about the arts and the environment.
- Develop an aesthetic value system through the application of individual criteria to those elements of the environment possessing aesthetic properties and/or cultural meaning.

III. To develop skills in using the arts as modes of personal expression and communication

- Understand each art form as a way of organizing creative energy into communication.
- Develop expressive skills in various art forms through observing, participating, and creating.
- Develop creative potential through experiences that encourage unique expression.

IV. To develop an understanding of the relationship of the arts to each other and to other disciplines

- Participate in a variety of arts experiences to perceive unique and similar qualities.
- Develop an awareness of common aesthetic qualities in the environment, the natural sciences, and in other content areas.

V. To recognize the relationship of the arts to the history and culture of man

- Recognize the interaction of the arts with society
- Develop an awareness of the role of the arts in promoting a deeper understanding and acceptance among people of different backgrounds and cultural traditions.
- Develop the ability to recognize the unique qualities inherent in the artistic expressions of various cultures.

DANCE

POINT OF VIEW

Dance is a universal language through which much of our culture and the culture of others is expressed. Dance is an excellent vehicle for learning because it involves the emotional, intellectual, and physical capacities of a person. The ability to move efficiently plays an important role in the development of the total person. Thoughts, feelings, and concepts which are expressed through dance are absorbed and retained by the learner.

Dance instruction should include experiences which focus on dance as a discrete art form and integrate it into the curriculum. Curriculum-related ideas, concepts, and skills can be developed and refined through dance experiences. For example, through dance, math concepts of shape, line, sequence, and ordinal numbers can be explored and developed. As students begin to experience kinesthetically a specific vocabulary, their language arts and reading concepts and skills become clarified and expanded. Science concepts of space, time, force, and properties can be reinforced through dance. Students at all levels should be able to experiment and invent with movement, develop resources to make aesthetic judgements about dance, and view dance from an historical perspective.

GENERAL INFORMATION — GRADES K-8

Dance is not organized as a separate subject in Grades K-8 in the Montgomery County Public Schools, but movement education and several forms of dance are an important part of the elementary physical education program. Dance and movement are being taught by classroom teachers who have received training through the Interrelated ARTS Program and by those who have taken workshops or had previous dance training.

The dance and movement instruction for Grades K-8 emphasizes the potential of body movement for expressing ideas and feelings. Dance at all levels develops students' personal awareness, physical coordination, social skills, creative potential, and possible interests and talents in dance.

Through dance and movement, students increase awareness of their bodies and total selves. Students clarify values and concepts, solve problems, and develop aesthetic awareness as they create movement sequences. In dance, students improve their sense of directionality, spatial orientation, and visual and kinesthetic perception. These skills are essential to all learning.

Dance and movement skills are taught, developed, and refined at all grade levels. As the child progresses, there is an introduction of more complex skills and content corresponding to the student's developmental and intellectual level of maturity.

Instruction and experiences in dance and movement should help each student to:

- develop awareness of the body and the many ways it can move in and through space
- develop large and small motor coordination
- improvise, invent, and explore ways to solve movement problems
- develop the ability to express ideas and emotions through movement
- recognize and be able to use the elements of time, space, and force in movement compositions
- develop confidence and a positive self-image
- create dance compositions alone, with a partner, and in small groups
- develop the ability to work cooperatively with others towards an aesthetic goal
- relate dance and movement activities to aesthetic elements and to other art forms
- recognize and investigate various forms of dance
- evaluate own work and the dance performance of others

GENERAL INFORMATION — GRADES 9-12

Dance instruction for Grades 9-12 is being provided in many schools through the physical education program. In addition, one summer dance course is being offered through the Summer School for the Performing Arts: Dance. This summer program for the gifted and talented is presented cooperatively by the Department of Instructional Planning and Development and the Office of Continuum Education.

List of Courses

Summer School for the Performing Arts: Advanced Dance

Description of Courses, Grades 9-12

Summer School for the Performing Arts: Advanced Dance — Grades 10, 11, 12

6917 Summer School ½ credit
(for Summer School 1979)

This is an advanced course for the gifted and talented in dance. For course description and additional information, see page 11 in the Interrelated Arts section of this booklet.

DRAMA/THEATRE

POINT OF VIEW

Drama/Theatre enlarges and celebrates human experience. It deals with the personal inner perspective of the self within the broader perspective of humankind. Through drama/theatre education, students explore both their uniqueness and their universal quality. They increase their awareness of their own and others' feelings, motivations, and needs and are able to relate this awarenes to their understanding of human history, achievement, and potential. Drama provides avenues for students to explore alternative roles and solutions to problems. Through active involvement in drama/theatre experiences, students develop their expressive skills and creative resources.

The drama/theatre program includes both developmental drama and formal theatre. *Developmental drama* focuses on the student as originator. Working with the elements of dramatic form, students improvise dramatic scenes. Students' skills in both verbal and nonverbal communication are developed and refined. The emphasis is on the creative process rather than on performance. Developmental drama is stressed in the K-9 program.

A study of *formal theatre,* stressed in Grades 10-12, places a greater emphasis upon the production and presentation of theatrical pieces. Students' experience is enlarged through viewing theatrical performances; their aesthetic judgement is developed through critical analysis of performances and scripts. An understanding of dramatic structure is reinforced through involvement as both performers and responders.

Drama/theatre is viewed as a discrete art form; however, visual art, dance, music, and literature are all integral components of the drama program.

GENERAL INFORMATION — GRADES K-8

Drama is not organized as a separate subject in Grades K-8 in the Montgomery County Public Schools. Creative drama is being taught by classroom teachers who have received training through the Interrelated ARTS Program and by those who have taken workshops or had previous training in drama.

Drama in the lower grades (K-3) should be interwoven into the entire classroom program. Developmental drama builds upon the natural play instinct, the desire to pretend, and the imaginative resources of the young child. The child's frame of reference is extended via informal drama experiences. The child begins to develop awareness of drama as an art form.

In the upper elementary grades (4-5), the student uses dramatic elements in a more controlled way for communication. Time should be spent on building specific drama skills which require the use of the imagination, the voice, and the body. Students engage in writing and planning informal presentations at this level.

At the middle school level (6-8), drama education emphasizes process rather than product, stressing improvisation with attention to the development of mimetic and vocal expression skills. The goal of the drama program is to develop personal awareness, social skills, and creative potential, and to enable students to discover possible inherent talents. Through experiences in both verbal and nonverbal improvisation, students create increasingly complex dramatic sequences. Sharing and evaluating their work increases their ability to communicate clearly. As students work together with the elements of drama, their ability to concentrate and cooperate and their appreciation of dramatic works and performances are increased. Concepts covered in other subject areas are reinforced as students use this material as a basis for dramatic work.

The drama program works with basically the same elements at each grade level. As the child progresses, more complex problems and content can be introdued to correspond to the student's level of development. The learner is constantly deepening knowledge and extending skill levels.

In general terms, the drama activities should help each student to:

- develop heightened sense awareness
- recognize that the body and voice have great potential for expressing ideas and emotions
- develop large and small muscles
- develop pantomime skills
- develop vocal skills to express a range of characters and their emotions
- develop improvisational skills
- present ideas in dramatic form
- understand the principles of dramatic structure
- develop problem-solving skills through improvisation
- develop self-confidence and a positive self-image
- develop the ability to work cooperatively with others toward an aesthetic goal
- relate dramatic activities to aesthetic elements and to other art forms
- recognize and investigate various forms of theatre and the career opportunities provided by them
- evaluate his/her own dramatic work and the theatrical performances of others

GENERAL INFORMATION — GRADES 9-12

The high school drama/theatre program is totally elective, based on a variety of semesterized courses which are offered when staffing, student interest, and scheduling permit. The courses listed are spiraling in nature, from basic exploratory courses through courses which focus on a more specialized content.

For the most part, these elective courses offer activity-centered instruction, requiring a high degree of student participation. Courses are appropriate both for the student who is interested in the theatre and for the student who demonstrates talent in this area. These offerings tend to prepare students for leadership roles in schoolwide co-curricular drama/theatre activities which should evolve from the drama/theatre program.

Most courses in the secondary drama/theatre sequence deal with the art form in both its vocational and avocational aspects. When appropriate, career opportunities are explored regarding the professional job opportunities in the theatre field.

Teachers and students in these classes frequently plan for voluntary field trips to the many available community and metropolitan area professional and nonprofessional theatrical performances. These field trips are encouraged for secondary students because they supplement and enrich the school programs and broaden their base of aesthetic experiences in theatre.

List of Courses, Grades 9-12

Introductory Dramatics	Stage Design
Theatre I	Play Directing
Theatre II	Dramatic Form
Advanced Acting	Summer School for the Performing Arts: Advanced Acting

Introductory Dramatics — Grade 9
6908 1 semester ½ credit

See course description on page 8 of this section.

Theatre I — Grades 10, 11, 12
6910 1 semester ½ credit

Theatre I is designed to provide an exploratory overview of the field of theatre and serve as a prerequisite to all further courses in theatre. Through a study of aesthetic, social, technical, and intellectual concepts, students will gain an understanding of the entire theatre process by which human nature is translated into a written drama, produced as a play, and presented to an audience. The creative process will be explored as students develop the use of their imagination and sensitivities. Through a study of movement, mime, improvisation, and theatre games, students learn to control voice and body, preparatory to acting. The study of theatre criticism and theatre art is balanced with workshop training in basic skills of theatre.

Upon completion of Theatre I, the student should be able to:

- respond aesthetically to theatre
- recognize theatre as a reflection of human needs, human dignity, and specific cultures
- perform first independently and then as a member of a group, demonstrating self-confidence, responsibility, and initiative
- consider the various possibilities for career opportunities within the theatre arts
- solve problems creatively through the application of techniques for relaxation, imagination, concentration, and sense memory
- convey attitude and emotion through a variety of verbal and nonverbal behaviors
- demonstrate a knowledge of theatre terminology
- identify the characteristics of various forms of dramatic literature and styles of production
- demonstrate an understanding of the relationships among artist, theatre, audience, and society

Theatre II — Grades 10, 11, 12
Prerequisite: Theatre I
6911 1 semester ½ credit

Theatre II is designed to apply in performance and production the basic understanding of theatre and theatre skills acquired in Theatre I. Students study technical theatre, thoroughly investigating play production as a synthesis of many artists. The study of the history of the drama and the reading of plays are balanced with workshop training in performance skills. Students will analyze a script as a basis for characterization and will present that characterization in performance. Carefully selected and prepared cuttings, monologues, and scenes provide the framework for application of theatre criticism. Career opportunities in acting and technical production will also be explored.

Upon completion of Theatre II, the student should be able to continue to develop the objectives attained in Theatre I and to:

- perform basic tasks of technical theatre
- demonstrate appropriate stage and acting techniques

- perceive the relationship between a period of history and the theatre it produced
- assume the identity of a specified character, based upon a thorough analysis of a script
- read and interpret a play for possible class performance
- identify career opportunities in acting and technical production

Advanced Acting — Grades 11, 12
Prerequisites: Theatre I and Theatre II
6912 1 semester ½ credit

The Advanced Acting course provides for a continuation and reinforcement of acting skills and theories begun in Theatre II. Through a more detailed analyses of the students' individual resources, a deeper explanation of the process of script interpretation, and building a characterization, students will develop skills that will enable them to apply in performance what is learned. Structured methods of role/character development will be followed. Through improvisation and individualized exercises, students will perfect performance techniques. The vocal and physical requirements of period and stylized acting will be studied and applied through scenes for performance. Group experience in Children's and Readers' Theatre will also be provided.

Upon completion of Advanced Acting, the student should be able to:

- discover and develop individual sensory, emotional, and imaginative capabilities for use in acting
- develop physical and vocal capabilities for use in acting
- identify character elements inherent in a dramatic script
- interpret role to determine objectives and subtext
- create character images which synthesize all elements of the acting process and reflect a variety of emotional responses
- demonstrate, in performance, the special skills required for stylized and period acting
- develop theatrically effective techniques of timing and pacing
- compare various methods of role analysis
- function effectively in a group performance of a scene
- demonstrate basic techniques peculiar to Children's and Readers' Theatre
- identify career opportunities and requirements in acting

Stage Design — Grades 11, 12
Prerequisites: Theatre I and Theatre II
6913 1 semester ½ credit

Stage Design provides for training and experience in the design and mounting of stage productions, with particular emphasis on the special problems involved in technical production at the senior high school level. Students will build upon the general understanding of technical theatre gained in Theatre II and will develop skills in both the design and construction functions of technical theatre — sets, costumes, lighting, sound, and properties. Students will also compare the design and production approaches of various designers/directors. Students will be provided with opportunities to practice technical theatre skills.

Upon completion of Stage Design, the student should be able to:

- demonstrate an understanding of the basic principle of design and color theory
- demonstrate familiarity with the design process as it relates to technical theatre
- demonstrate basic skills in designing and executing stage sets and properties
- demonstrate basic skills in designing stage lighting and sound and executing a lighting and sound plot
- demonstrate basic skills in designing, executing, and caring for costumes

- organize and supervise production crews in the building and performance phases
- demonstrate both proficiency and caution in the use of all tools, hardware, and machinery needed in the technical mounting of a production
- identify career opportunities and requirements in stage design and technical production

Play Directing — Grades 11, 12
Prerequisites: Theatre I and Theatre II
6914 1 semester ½ credit

This semester course is designed for students who have a special interest in the art of direction for the theatre. The course content builds upon the general theatre background acquired in Theatre I and Theatre II. Through study and production, the student will have the opportunity to direct both traditional and experimental theatre forms. The study of directing will focus on the director as interpretative and creative artist; selecting and casting the play; coordinating design functions; blocking the play; rehearsing the play; developing characterization; and achieving ensemble effect in performance. Students will also be involved in management/budget experience.

Upon completion of Play Directing, the student should be able to:

- recognize the interpretative and creative responsibilities of the director
- select scripts appropriate to a particular group or occasion
- analyze a play script in terms of interpretation or production possibilities
- prepare a budget for a school production
- perform design functions for set, lighting, costume, sound, and properties for one or more scripts
- audition and cast a play
- demonstrate an understanding of the principles of blocking through the direction of one or more scripts
- direct other students in establishing characterizations
- establish a production schedule
- identify career opportunities and requirements in directing

Dramatic Form — Grades 11, 12
Prerequisites: Theatre I and Theatre II
6915 1 semester ½ credit

The course in Dramatic Form will concentrate on the scripted play. Students will approach the script in an active and creative manner, viewing drama as a representation of human beings performing significant/meaningful actions. Expanding upon attitudes and ideas developed in Theatre I and Theatre II, students will study basic theories of drama, forms of drama (tragedy, comedy, avant garde, etc.) and the creative role of the playwright. Extensive reading of plays will be coupled with practical experience in writing short plays. To obtain a truer grasp of drama as an art form, students will explore the ceremonial and religious bases of theatre history and its emergence into a secular art.

Upon completion of Dramatic Form, the student should be able to:

- identify various basic theories of drama and the proponents and plays which exemplify them
- understand the historical emergence of theatre as a secular art form
- identify the factors which made specific playwrights unique in terms of the development of the play
- recognize the variety and richness of drama forms through extensive reading and analysis of plays
- write short, producible scenes or plays
- identify career opportunities and requirements for playwriting

Summer School for the Performing Arts: Advanced Acting — Grades 10, 11, 12
6916 Summer School ½ credit
(for Summer School 1979)

This is an advanced course for the gifted and talented student in acting. For course description and additional information, see page 10 of the Interrelated Arts section of this booklet.

Introductory Dramatics — Grade 9
6908 1 semester ½ credit

Introductory Dramatics is a one-semester elective course offered at the ninth grade for credit. The local school may exercise the option to offer it at the eighth grade for no credit. Designed as an exploratory course in dramatics, the course will enhance the student's aesthetic awareness, social development, intellectual growth, and technical knowledge. Further, this course will provide a base upon which to decide whether the student wishes to elect more intensive theatre experiences later in high school.

Games, pantomime, improvisation, vocal interpretation, and play production are included. Students electing this course will be required to participate actively. Through participation, students will have opportunities to increase their abilities to observe, to imagine, to respond, and to develop both body and vocal expression.

Rather than being a course for training the student to become an actor or a director, it is designed to increase awareness of the student's own creativity and of the intellectual and aesthetic elements of theatre.

The final assessment in each unit will be based on active participation and the demonstrated acquisition of skills.

Upon completion of Introductory Dramatics, the student should be able to:

- demonstrate skills in effective concentration, observation, and listening
- demonstrate an understanding of the aesthetic components of theatre as they develop from a literary form to a theatrical production
- utilize identified aesthetic components in developing aesthetic criteria for judging the merits of a performance
- use theatre vocabulary correctly
- identify and understand the variety of elements and skills necessary to produce a play
- develop basic theatre skills for the clear verbal and nonverbal communication of ideas and emotions
- assume the responsibility of a group member in each class activity
- demonstrate greater poise and self-confidence
- document the variety of career opportunities in the theatre arts

INTERRELATED ARTS

POINT OF VIEW

Some arts courses and programs currently offered in the Montgomery County Public Schools cannot be categorized within the discrete art forms. These courses or programs either integrate the arts into the academic program (Interrelated ARTS teacher training program) or offer instruction in all of the arts and focus on their interrelationship (Summer School for the Performing Arts). Both programs assist in the reinforcement and development of the previously stated goals of Aesthetic Education.

GENERAL INFORMATION — GRADES K-8

In addition to programs in the discrete arts — visual art, music, dance and movement, and drama/theatre — described in other sections of the *Program of Studies*, the goals of Aesthetic Education are supported at the K-8 level by the Interrelated ARTS (Arts Resource Teams in the Schools) Program.

The primary goal of this teacher training program is to provide self-selected K-8 teachers with training and support in the arts (visual art, music, dance and movement, and drama). The Interrelated ARTS Program helps to build the teacher's confidence, skills, and understanding of the arts. It enables the classroom teacher to integrate the arts into his/her daily academic program and provide for that teacher followup activities which support the ongoing instructional program provided by the art, music, and physical education teachers.

The Interrelated ARTS staff members (12 artists/teachers) serve on three teams, each of which is composed of a music, drama, visual art, and dance and movement person. The teams conduct an in-service course in the interrelated arts; provide regular demonstration lessons and conferences for participating teachers; provide workshops for other academic and special education areas; work with teachers on special projects; and operate a countywide Arts Resource Center.

The Interrelated ARTS Program does not take the place of the arts teacher in the school. The classroom teacher who has participated in the Interrelated ARTS Program is able to work together with the art and music teachers to build the students' skills and understanding in the arts; help meet the recommended 200 minutes per week of instruction in art and music; and provide instruction in drama and dance and movement.

GENERAL INFORMATION — GRADES 9-12

In addition to programs in the discrete arts — music, visual art, dance and movement, and drama/theatre — the goals of Aesthetic Education in MCPS are supported by the Summer School for the Performing Arts. This course for talented students in vocal and instrumental music, acting, and dance is offered in the summer only. It is designed to provide indepth instruction and a variety of experiences which will strenthen skills in one major art from selected by the student.

Students also receive training commensurate with their previous experiences in all of the related performing arts. Voluntary field trips to local performances are scheduled throughout the course. Artists living in the area or appearing locally are invited to participate at the Performing Arts Center in seminars and master classes when possible.

Admission for the course is by audition and interview.

List of Courses

Summer School for the Performing Arts: Advanced Acting

Summer School for the Performing Arts: Advanced Dance

Summer School for the Performing Arts: Advanced Instrumental Music

Summer School for the Performing Arts: Advanced Vocal Music

Description of Courses

Summer School for the Performing Arts: Advanced Acting — Grades 10, 11, 12
Prerequisite: Successful audition based on published requirements
6916 Summer School ½ credit
(for Summer School 1979)

This is an advanced course for the gifted and talented student in acting. This course concentrates in a specialized way beyond those experiences normally encountered by students in previous drama or theatre classes. Intensive study will focus on the use of the body, the voice, and the mind in the development of characterization and the projection of emotion. The actor will develop techniques for developing emotional and sensory recall; analyzing the elements of character; synthesizing all elements to fit the role; understanding the actor's relationship to both the character portrayed and the play in which the character appears; projecting physically and emotionally all the elements of a role in a believable way to an audience. Training and experience will be provided in the various styles of acting, from classical to method realism. The course will also include a study of allied performing arts and their relationship to acting and theatre.

Upon completion of the Advanced Acting course, the student should be able to:

- demonstrate acceptable vocal production techniques required for acting
- demonstrate control of physical movement required for acting
- demonstrate in performance the ability to create a fully-rounded stage character by revealing emotion and facets of characterization through voice, gesture, and bodily expression
- demonstrate the ability to interpret character through an understanding of role and scene
- identify characteristics of the following acting styles: commedia dell'arte, romanticism, naturalism, and method realism
- perform roles in each acting style, using techniques appropriate to the style
- demonstrate an understanding of basic concepts in the fields of dance, vocal music, and instrumental music
- demonstrate an understanding of the interrelationships of various performing arts
- identify career opportunities and requirements in the performing arts

Audition requirements for Advanced Acting:

Each student will present from memory two scenes, each two minutes in length, one serious and one comic. Scenes should be selected from contemporary theatre literature. Each scene should reveal a separate characterization in which a range of emotions is demonstrated. Auditions will be based on criteria made available to students at the time of application.

Also, sight reading from script will be required of all applicants. A structured interview will complete the audition.

Summer School for the Performing Arts: Advanced Dance — Grades 10, 11, 12
Prerequisite: Successful audition based on published requirements
6917 Summer School ½ credit
(for Summer School 1979)

This is an advanced course for the gifted and talented student in dance. The course will deal with the development of advanced performance skills in modern, tap, and jazz dance forms. A study of dance vocabulary, analysis, and composition will also be included. Additional activities will include improvisation and applied dance composition or choreography. The course will include a study of allied performing arts and their relationship to advanced dance.

Upon completion of Advanced Dance, the student should be able to:

- demonstrate advanced performance skills in at least two dance forms
- demonstrate a repertoire of movement and analysis skills
- demonstrate a knowledge of dance vocabulary
- demonstrate composition and improvisation skills in the dance field
- demonstrate an understanding of basic concepts in the fields of acting and music, both vocal and instrumental
- demonstrate an understanding of the interrelationships of various art forms
- identify career opportunities and requirements in the performing arts

Audition requirements for Advanced Dance:

Successful participation in a dance class given by auditioner will be required. Auditions will be based on criteria made available to students at the time of application.

The audition will conclude with a structured interview.

Summer School for the Performing Arts: Advanced Instrumental Music — Grades 10, 11, 12
Prerequisite: Successful audition based on published requirements
6918 Summer School ½ credit
(for Summer School 1979)

This is an advanced course for the gifted and talented instrumentalist. Activities will focus on the study and performance of solo and chamber music. The study of applied theory, form and analysis, and ear training will also be included. Additional activities will include instrumental evaluation, improvisation, and the study of instrumental performance practices of various historical periods and cultures. The course will include a study of allied performing arts and their relationship to advanced instrumental music.

Upon completion of the Advanced Instrumental Music course, the student should be able to:

- perform representative solo and chamber music works with accuracy
- demonstrate the ability to interpret the musical score with a high degree of accuracy
- demonstrate advanced skills in theory, analysis, and ear training
- use instrumental music as a means for personal expression
- demonstrate an understanding of basic concepts in the fields of acting, dance, and vocal music
- demonstrate an understanding of the interrelationships of various art forms
- identify career opportunities and requirements in the performing arts

Audition requirements for Advanced Instrumental Music:

Each student will present a prepared selection (solo, orchestral/band excerpts or etude) demonstrating his/her ability to perform music on the grade V or VI difficulty level (as determined by NIMAC). Accurate sight reading of music on the grade III-IV difficulty level will also be required. Auditions will be based on criteria made available to students at the time of application. The audition will conclude with a structured interview.

Summer School for the Performing Arts: Advanced Vocal Music — Grades 10, 11, 12
Prerequisite: Successful audition based on published requirements
6919 Summer School ½ credit
(for Summer School 1979)

This is an advanced course for the gifted and talented student in vocal music. The course is designed to develop advanced skills in solo and small ensemble performance. Classroom activities will include vocal coaching, solo and ensemble singing, evaluation of vocal performance, and exposure to a wide variety of vocal repertoire. The study of theoretical concepts as they apply to vocal production, and an analysis of style and performance practices will also be included. Activities will be designed to meet the particular needs of each vocal student. The course will include a study of allied performing arts and their relationship to advanced vocal music.

Upon completion of the Advanced Vocal Music course, the student should be able to:

- demonstrate poise and rapport in performing before an audience
- demonstrate an increased knowledge of vocal repertoire
- demonstrate advanced vocal skills in solo and small ensemble performance
- demonstrate a knowledge of stylistic interpretation
- demonstrate advanced skills in sight singing and aural perception
- where appropriate, demonstrate a facility to sing in French, Italian, German, and/or Latin
- demonstrate an understanding of basic concepts in the fields of instrumental music, acting, and dance
- demonstrate an understanding of the interrelationships of various art forms
- identify career opportunities and requirements in the performing arts

Audition requirements for Advanced Vocal Music:

Each student will present two songs in either a classical (aria and an art song) or popular (ballad and an up-tune) field. Sight reading of music will also be required. Auditions will be based on criteria made available to students at the time of application. A structured interview will complete the audition.